THE JOURNAL OF EDUCATION

Volume 130 APRIL, 1947 Number 4

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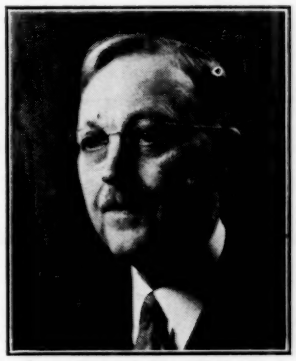

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as we go to press . . .

We are in the mood of the well known Pharisee who rejoiced he was not as other men. We rejoice we are not as radio. Specifically, we are glad we do not have to push, pull, coax, cajole, warn, advise, exhort—and indulge in vain repetitions as the heathen do. Think where you would land if you did all the things those announcers ask you to do! As one member of the radio audience this is not expected of you. They hope to hit a certain percentage in a soft spot. It may be a weak stomach, falling hair, a back lamed by a washtub. It could be chapped hands, a throat irritated by some other brand of cigarettes, or a throat that is merely dry. But, no matter what one's soft spot is, one has to decide among so many different prescriptions. Well, the old JOURNAL tries not to rattle you with too many appeals all at once and in every direction. Of course a good many little suggestions are scattered about in the pages that follow, and some will apply to you personally if you choose to think so. Maybe we should shout at you to do this, that and the other or else. Maybe we should give away motor cars for the best jingles about jungles. But we haven't got down to doing such things yet. So you are safe for a while at least. If you can take the JOURNAL off into a corner somewhere away from the doorbell, the telephone and your neighbor's open window, you will perhaps gather a fresh idea or two, a sense of belonging to a grand fellowship of menticulturists or something. Yours is the freedom to decide what you can do better than you now do. Heaven forbid that we high-pressure you into taking the wrong medicine or using the wrong soap.

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Your Textbook Reporter

When Peoples Meet

Brought down to date by the inclusion of much new material, the present edition of *When Peoples Meet* is an amazing collection of material on ethnic groups, minorities, and the problems of mixtured cultures. The editors have included statements and opinions of some eighty-five authorities.

If you wish to know the status of the American Indian, for example, you will find at least a half dozen sections by as many different writers. There are observations on Jews, Negroes, immigrants in the United States; on cultural and racial groups in Europe; on policies of colonization and imperialism; on conflicts in Africa and Indo-China. Wherever in the world there is conspicuous success or failure in human relationships of a tribal nature, the situation is described and analyzed in this book of reference which is likewise a fascinating literary document, readable on every page and aranged on logical lines, not alphabetical ones. It belongs in all school libraries and on the handy bookshelves of teachers and other civic leaders.

WHEN PEOPLES MEET, edited by Locke and Stern. Hinds, Hayden and Eldredge, New York. $3.75.

The Girl Next Door

A reader for the fourth grade has been added to the Health and Safety Series: its name, *The Girl Next Door.* A hundred or more useful lessons that include mental as well as physical health and the development of a good personality, are conveyed through the story of several families living on the same street. The title role is that of Susan, who cannot come out and play because she is afflicted with polio.

Through an interesting story, through picture work and group discussions, the children learn where they can play safely, how to keep well, how to avoid accidents, and such other matters as how to be an agreeable companion, what to do with time and money and, oh, a lot of things to aid a ten-year-oldster in staying alive and strong and becoming more or less civilized.

The teacher can keep a finger in the back of the book for hints on the successive units and what each should bring forth. The book is what it would have its young readers become —physically attractive and mentally on the ball.

THE GIRL NEXT DOOR, Baruch and Montgomery. Scott, Foresman and Company, Chicago. $1.20.

Foundation Mathematics

Practice material for a refresher course in arithmetic in junior or senior high school is available in *Foundation Mathematics.* This workbook proceeds by easy stages from addition and subtraction to simple formulas and measurements. Explanations are brief but clear. Problems are numerous and closely related to daily life. Tests occur after each of the twelve units.

Grasp of principles and rapid, accurate figuring are the stated aims of this consumable book. While its intended use in high schools suggests that arithmetic in the elementary school was a waste of time, such earlier drill is valuable background. Going over the same ground in high school takes advantage of greater maturity to clinch and strengthen previous learning. *Foundation Mathematics* may be employed by itself or in conjunction with a regular text.

FOUNDATION MATHEMATICS, Bartoo and Osborn. Webster Publishing Company, St. Louis. $.80.

With New Friends

A reader for the second semester of the second grade bears the title, *With New Friends.* These "friends" are so varied and attractive that any child will wish to meet them. Some of the friends are people—both little and big. Some, too, are animals, including ducks, deer, dogs, a kinkajou and lots more. The stories are by different authors. The turns of experience from one tale to the next are a continual surprise. The illustrations are in full color and—to quote one young woman—"completely charming." The vocabulary has been carefully controlled; yet there is no appearance of cramped expression. A world of fact and fancy is opened up by this new unit of the *Learning to Read Series.*

A second volume, for children just one year older, has been published simultaneously and bears evidence of the same well aimed editing. Its name: *Over Hill and Plain.*

WITH NEW FRIENDS, Nila Banton Smith. Silver Burdett Company, New York. $1.20.

Our United States

In two books, *Founders of Our United States* and *Our United States,* pupils in the elementary grades are offered the history of their country in story form. Unusual success has been achieved in avoiding the appearance of overloading or of admitting more subjects than could be adequately treated. Such celebrities as Boone, Franklin and Fulton are portrayed with enough interesting detail to make a lively narrative.

In the second book, which extends from 1800 to 1947, the growth of American participation in world affairs is duly regarded, and the importance of the United Nations is clearly shown, while its organization is briefly described. The unit on the makeup of the American population gives a proper feeling of mutual respect and brotherhood. In fact, the authors evince no disposition to dig any group either here or abroad.

OUR UNITED STATES, FOUNDERS OF OUR UNITED STATES, Whalen and Parkhill. Noble and Noble, New York. $2.00, $1.28.

An Approach to Guidance

The guidance director in a high school has more to do than merely to conduct interviews with pupils about their present and future problems. *An Approach to Guidance* by Edna D. Baxter unfolds the whole matter quite informally, employing the device of a story in which Molly McLane plays the leading role. You find her meeting the high school principal for the first time, as she comes to her new position and studies the setup. You follow her through other conferences, with teachers especially—for there are many teachers so out of tune with their work that they must be helped toward normality before much can be done with their pupils. The first half of the book is all narrative. Case after case is presented and discussed. Chapters are given to the

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teacher's relations with the administration, with herself, with her colleagues, with pupils, with parents, with the community, with her country, with the world in general and with her task. She believes in each of these. This, at any rate, is the ideal which Molly McLane holds to you.

Part I, comprising the story, is followed by Part II, the interpretation thereof. You are supposed to read Chapter 1 and its interpretation; Chapter 2 and its interpretation, and so on. There are plenty of footnotes and bibliographies to prevent your imagining that the author has strayed too far on her own and to deepen your understanding of each situation and how it might be handled. The book is one that any teacher can read with profit. Persons who are preparing to teach should gain from it immensely. Basic throughout is the author's belief in the teacher's desire to grow and to keep on growing.

AN APPROACH TO GUIDANCE, Edna D. Baxter. D. Appleton-Century Co., New York. $2.50.

Drill Book for English

Written for college freshmen and, in fact, made up of examples perpetrated by them in their themes, this *Drill Book for English* might well be given to high school seniors. It might forestall some of the heartaches suffered by college instructors. Better still, it might remove rough edges from the English generally spoken or written by high school graduates who do not pursue their formal education further.

The manual in its ring binder is precisely what its name indicates, a drill book. It contains almost no rules. It provides upwards of sixty sections of practice material, calling for correction of some particular error or selection of the better pattern of expression. The student is shown how to put his answers into very few words, thus saving time. Besides the mistakes that are purely grammatical, much attention is devoted to the niceties of phrasing that results in parallel constructions, really matching, pronouns referring to honest-to-goodness antecedents—in short, students thinking what they wish to say and saying it—clearly and without confusion. The book starts with spelling, advances from simple to complex sentence structures, and includes punctuation, some study of the dictionary, and, we should judge, all the common problems adults need to solve correctly, just by habit.

DRILLBOOK FOR ENGLISH, Kenneth Gantz. Prentice-Hall, Inc., New York. $2.65.

Chemistry for Our Times

Now that the atom is no longer the uncuttable unit it was thought to be when named, but a small universe warning men to peace and able to assist in that direction or its opposite, chemistry must be written afresh. *Chemistry for Our Times* is one of the latest high school texts, and it appears to compound the practical with the theoretical in accordance with a proper formula. It is a text for those preparing for more advanced study or for those who will pursue the subject no further, only letting its major lessons dissolve into their daily lives as part of general education. For either student, the right approach is from the near and familiar to the more remote and strange. And for both, the emphasis on chemistry's application is quite as important as that given to laws, formulas and principles. *Chemistry for Our Times* employs the right approach; points to the many uses of chemical knowledge in industry, agriculture; the many ways it can make for safer and more comfortable living.

To the non-chemist the text may seem too difficult, while to the chemist it may seem too simple. This suggests that it is about midway and therefore teachable.

CHEMISTRY FOR OUR TIMES, Weaver and Foster. McGraw-Hill Book Company, New York. $2.48.

Story Treasures

Suppose that Tommy likes sea stories, Bill likes spirited action, stories of sport perchance, while Susan and Fred prefer funny tales or animal tails, spelled differently that is; while Frank has a weakness for what goes on in far away lands or what once happened in America, years ago. *Story Treasures* is a short collection that may delight each in turn. It is a supplementary reader, with its entries grouped under eight headings, about four to a group. Sinbad, Aladdin and Gulliver are present among other personages less celebrated but no less worthy to be known. Take Ferdinand, for example. Not the Ferdinand you are thinking of, but Christopher Morley's Ferdinand the mouse. His taste is for cheese, not flowers. How this leads him into the piano and to the improvement of Mr. Mistletoe's little concerto, and to some loss of hearing—there's a story.

We don't quite see how the slow pupils get time to browse through supplementary readers, as the quick ones do. But we hope it can be arranged. This reader is not for either sort exclusively. Resting carelessly on a schoolroom table, it might tempt almost anyone.

STORY TREASURES, Theison and Bond. Macmillan Company, New York. $1.40.

Trail Fires

A strategy that might break down the resistance of high school sophomores to improving their use of English, is developed in *Trail Fires*, a specially designed workbook or pad. It opens with a succession of sixteen experience situations, each leading up to a theme—though this word is never once admitted. The pupil is given some familiar situation to think about and is told how to get into the stride of his intellectual process. Then the theme should pretty much write itself. This part is really stimulating and unusual.

Part 2 consists of drills, tests and explanatory matter. Mastery tests, to be held hidden in their envelopes by the instructor, top off the scheme. All the work is meant to be done in class time, making the English class a laboratory period. It looks as if the sophomores were in for bettering their composition and their speech habits more than a little with such guidance. They may proceed at their own gaits or be sergeanted as a company unit, as the teacher chooses. Voluntary enlistment of each individual rather than conscription is the author's keynote.

TRAIL FIVES. Walker, Bartels, Marye. Harcourt, Brace and Company, New York. $.76.

Editorials

May We Talk Turkey?

Turkey, as everyone knows, took giant strides after the first world war, to overcome illiteracy and adopt modern ways. The procedures, both under Kemel Pasha and his successor, Inonu, have been dictatorial but amazingly effective. We wish to cite here only one interesting point. The Turkish tyrant met the problem of supplying teachers for the new system of free schools by requiring all students in the lycees or upper schools to teach for five years after graduation—going anywhere they happened to be sent.

Far be it from us to suggest that we take a lesson from the Turks. Still if worse comes to worst and we cannot get enough voluntary recruits, we might conceivably resort to conscription. We exercise that right in creating an army for war. An army for peace is fully as essential.

If this idea seems preposterous, as of course it does, doesn't the Turkish action suggest that every teacher may well consider it a duty to pass along the educational torch by arousing in some of his pupils a desire to become teachers? In America what zeal the government lacks for education must in some degree be made up by earnest and successful teachers. Those who know teaching for its real worth can do a better job than many of them do of selling the profession and its opportunities to some of their best students.

Progress in a democracy is made possible by what each one of us does individually as well as in groups.

Flashy Instruction

Use of audio-visual aids in America's public schools has advanced to a point where most of the larger cities have set up special departments for administering such equipment and actually put on hundreds of films and records, either owned or rented. But in this matter, as in many others the smaller places are out of luck. Even if they possess the projector and other equipment, as many of them do not, they spend more per pupil on this phase of instruction than do the larger cities, and they have less to show for their money, since there is less precise aiming of the films and other aids at the direct point where they apply and more tendency toward entertaining the whole school with them at any time they happen to be available.

The N.E.A. has published a research bulletin which describes the situation in considerable detail. The cities of 100,000 or more having audio-visual departments spend an average of only 32 cents a year per pupil, while the cities between 2,500 and 5,000 spend up to $1.68, on audio-visual aids.

Virginia has been one of the first states to recognize the disadvantage the smaller communities labor under in audio-visual instruction and to make a substantial appropriation to establish a central agency or loan library from which all the schools may borrow.

Many classrooms lack even a phonograph, to say nothing of a playback machine for demonstrating to the pupils how their own voices sound.

A major obstacle to the wider and more intelligent use of audio-visual devices is said to be the unreadiness of teachers to make effective use of these new implements. Some teachers are merely indifferent to what they know very little about. Others, after a few haphazard experiments, have given up in disgust.

There still is much to learn about the best ways of enlisting audio-visual aids. Perhaps they will never perform the miracles many people expected from them at first. Meanwhile observers in three-quarters of our big cities are thoughtfully taking notes.

As They Like It

Going about it the hard way, New York State's supervisor of English, Dr. George Norvell, emerges from a extensive survey of what pupils like and dislike to read, with the discovery that most of them are bored by *As You Like It* and many other classics. The investigator tabulated the views of a million and a half children, by age, sex and intelligence rating, in order to learn what could have been ascertained almost as accurately by samplings—namely, that many of the selections boys and girls are made to read in school are not suited to their tastes or understandings at the time. There is, of course, a theory that when these children grow up they will greet the literary materials they once hated as long-lost friends. This probably happens in rare instances. On the other hand, plenty of good literature that

pupils really like and can comprehend is available and the titles are no secret.

Teachers are unjustly blamed for continuing to use selections that ought to have been discarded long ago. The reason is not that teachers don't know any better. Some of them follow tradition in the blind belief that they can thus raise the general level of literary appreciation. In many instances the reason is that the English classics were so well printed and bound and composed of so good paper that they haven't yet worn out. A thorough housecleaning of the book closets might do as much for the boys and girls as all the surveys due to be made in the next two decades.

Parlez-Vous Jive?

Efforts to understand the whole child have now advanced so far that a Columbia professor advises high school teachers to get hep to the current jive of their students. Dr. Irving Lorge, that's his name, doesn't expect teachers to employ this youth lingo in addressing youth itself, but merely for listening. He is right about heading off the efforts to be chummy, since they might prove awkward. Few teachers could keep up with the changes or be sure of knowing the fine points. But to learn a lingo without speaking it is both difficult and—in this instance—rather futile. The youngsters are not saying much of anything anyway and it is restful not to know the words. It's that way with opera. And there may be another good reason for remaining "a square from Delaware," which is said to mean "ignorant of the essential data on living."

The young people, says the professor, like a secret language because it is secret. A teacher who pries into it is a spy in the camp and liable to be out on a limb, though not, we presume, actually hanged.

But the professor is planning a course in the psychology of communication, and his own communication need of the moment is for you to know this. Let him profit what he can from our little discourse—the one you have just read, if you have. Some people skim by reading final sentences.

World's Headache

Telling what is wrong with the world is always a popular pastime as well as a guaranteed right of all Americans. So perhaps you will pardon your JOURNAL editor if he volunteers his diagnosis.

To begin with, are not most of us quite fed up with the demanding of rights, rights, rights? Even the teaching profession has been constrained of late to stand upon its rights to receive a decent living. This is pure self defense against the seizure of rights and more-than-rights by other individuals and groups.

Now it has frequently been said that every right carries an accompanying responsibility. This is perfectly true. But suppose we go a little further. Isn't it also true that if everyone looked to his own responsibilities there would be no need for emphasis on rights?

Are people's ears so accustomed to being hollered into by those wanting so-called rights and actual rights too, that they just wait for this to happen before doing their duty in the circumstances to any particular persons?

In brief, then, our view of what is wrong with the world today is its benumbed sense of responsibility. We need more individuals who will do their duty as they see it and remove the necessity for this talk of rights.

Teacher Crisis Real Enough

Overstatement of the case for the downtrodden teacher does only harm. Nor is over-statement necessary. The facts are bad enough.

The most striking fact of all is—the abandonment of teaching by 350,000 persons since 1940. This means that one teacher out of every three or four has quit the profession. It means that teachers are quitting twice as fast as new ones are being prepared.

University officers and heads of teachers' colleges testify that only in rarest instances do the brighter, superior students nowadays choose teaching as a career. The attitude of thumbs down on a particular occupation because it presents so many outs, is a severe setback to that occupation which may require years to change.

The public has been taking teachers too much for granted. It has been assuming there would always be teachers, regardless of low salaries and other social discomforts.

In the face of what is now occurring—schools breaking down for want of capable personnel to maintain them effectively or at all, the public begins to be alarmed. Storms are blowing around state capitals. Millions in state funds are demanded in order to guarantee respectable wages that may attract and hold good men and women to the school profession. Great gains are being won and more will follow. These will put a firmer foundation under education, render it more attractive to young people. That the ones who actually elect this high calling of teacher be of the right sort is a challenge.

Now is a good time to enlist young people of real talent and get them placed in the schools. It will not be so easy when teaching jobs again become prizes in the hands of politically minded school boards.

SCHOOL SHOULD TRAIN FOR MARRIAGE

PAUL H. LANDIS
Dean, Graduate School
State College of Washington

CRISIS often makes us aware of inadequacies in our basic philosophy of life as well as in our system of education. The period of World War II brought to the attention of parents, teachers, clergymen and citizens generally deficiencies in our training of youth for the responsibilities of marriage and parenthood. Never before have the foundations of the American family been so completely shaken. Never before has there been so little chastity, such marital disloyalty, such lack of responsibility of parents to children. Divorce rather than death will probably terminate not less than one in three war marriages.

The foundations of the family have been shaken. We may well analyze the forces that have operated to weaken the family and take steps to achieve a more satisfactory family social system.

As one analyzes the forces influencing youth in modern society, his attention is drawn to the educational process as supervised by the school. An analysis of American education will show that we have trained for almost everything else but readiness for marriage and parenthood. We have placed making a living above the importance of preparation for the more significant aspects of living. As a consequence young women rate vocational preparation above preparation for marriage and young men are given no conception whatever of the responsibilities of being husband and father. We have given youth no practical criteria by which to guide them in the responsibility of dating and mate selection, choices which have come to be left entirely to them.

Unguided romance, which leads young people through a period of thrill seeking in dating and through a highly romantic courtship, is supposed to lead to a marriage in which they "live happily ever after" without any particular effort on their part.

In the face of this very unrealistic situation, colleges have for almost 20 years been turning their attention increasingly to a study of marriage and family relationships. More recently attention has been given to the development of similar courses for the high school age group. It seems likely that very soon high school courses giving preparation for marriage and family living may be as popular as courses in marriage and the family now are in college.

At the beginning stages, the high school faces the same prudishness and suspicion that was faced 15 or 20 years ago in introducing the study of marriage and family life at the college level. However, with wise handling of subject matter, there is little doubt that the high school age group can study and discuss frankly and objectively problems of mate selection, marriage and family living.

Our educational system has long had to work on the assumption that major training needs of youth become the problems of the school, whether the school wishes to assume the new burden or not. In this new field of education the weakest link, as in all education at the initial stages, is the teacher. Preparation for family life education must become an important phase of teacher training.

I have no doubt that in the next few years family life education will in general fall far below a desirable level, but awkward beginnings mark every new field of education. In any case, the problem can no longer be neglected and the school face its responsibilities to youth. Problems of dating, courtship, mate selection, marriage, and child bearing do not wait. Each generation in its turn faces these current issues of life and makes its decisions.

In part, due to the instability of family life that has prevailed for the last 20 years, one out of every three or four high school young people in the average city comes from a home which has been broken by divorce, desertion, or death. In most of these cases, the youth has been given little knowledge by parents in the field of sex, courtship, marriage or family living. In many of the complete families, the situation is no better.

Where the family fails the school must succeed, or society falls short of its obligation to prepare youth for living. The New York State Regents' Inquiry makes the following significant comment concerning the relationships between the high school and preparation for life, "Whatever the secondary school fails to do in living will, for the most part, remain undone."*

In my opinion,† a study of marriage and family life in the high schools should begin with a brief

*Ruth E. Eckert and Thomas O. Marshall, *When Youth Leave School*, p. 5. McGraw-Hill Book Company, Inc., New York, 1938.

†Views summarized here follow the pattern of my *Your Marriage and Family Living*. McGraw-Hill Book Company, Inc., New York, 1946. This is the first book of their new series on the American Home and Family for High Schools.

survey of the history of the family. An objective study of this sort provides a natural warming-up period. The subject matter is objective and is a good preparation for a candid consideration of the more personal contemporary problems of youth.

In the actual study of contemporary problems, the course should deal with dating, courtship, and mate selection — problems which have been made the object of extensive study for the last 15 years. This study should answer young people's questions on how they should conduct themselves in their relationship with each other directly and frankly. It should present factually the essentials of sex knowledge.

The course should then discuss problems of marriage that usually arise when two young people face home administration, daily living relationships with each other, their families and friends.

On these problems there is an increasing amount of objective data. For example, it is known that marriages of those under 18 years seldom lead to happiness, that similarity of background is the one most important factor for success; that most couples go through a series of steps in adjustment during the early years of marriage, that it is desirable to avoid certain pitfalls.

Young people should be made to see that parenthood is the last important step in growing up, that without it they are not mature persons and that they must in the experience cast aside many childish attitudes. They should also be given the essence of the best information on child training and be made to see that affection and wise handling of the child in early infancy is of lifelong importance in the development of his personality.

They should be introduced to the economic aspects of marriage. A thorough study in this field will help to properly temper the idea that love is all that matters, for they cannot face in the classroom the concrete problems of home administration, the family budget, and the comparative level of living of different vocational groups without being made aware of the economic foundations of marriage.

They should also be made to realize that marriage is not an experiment which can easily be corrected by divorce if it fails, that divorce is always expensive from a psychological and emotional standpoint. Then no young person will ever, during the period of his courtship, accept the common notion that a risky marriage is worth trying since it can easily be broken.

We need to let young people know that various agencies have been developed for giving counsel previous to marriage and in marriage.

I do not think that courses in marriage and family life for every high school youngster will solve all the problems that American youth face. I do believe that if we begin to realize in the high school that training for marriage and family (for boys as well as girls) is one of our most important responsibilities to youth, that information will increase and the effectiveness of classroom procedures improve and we shall have better reason to feel that we are facing squarely the most seriously disruptive menace to our social structure.

OUR VETERANS READ AND REMEMBER

GRAY MONTGOMERY
Principal, University School
Pasadena, California

OUR VETERANS, comprising nearly the entire senior class of eighty students, are achieving unexpected results. When they enrolled many of them showed poor preparation; we doubted their ability to do even fair work. However, within a few months their scholastic records proved encouraging.

How can we account for their improvement? The veterans started with a powerful driving motive, an intense desire to learn, and an awakened interest in the advantages and opportunities afforded by education. Most of them had a definite goal in mind. Their recent experiences had demonstrated to them the necessity of gaining skill in interpretive reading. Every intelligence test they had taken, while in the armed forces, required the ability to read with comprehension. They had learned that intelligent reading is indispensable for success.

Within a few months after starting school they found that in proportion to their ability to read with understanding they could do better work in all their subjects. Our latest school records showed that almost invariably the students who did good work in English, particularly in interpretive reading, also earned high standing in other courses.

In order to learn to read and remember our veterans make use of six of the most helpful reading techniques, namely: (1) selecting important ideas, (2) taking notes, (3) studying words, (4) reading a second time, (5) increasing speed,

(6) questions and answers.

Under skilled guidance, while practising the use of these techniques, the students enjoy reading transcripts of selections from great essays, famous addresses, and inspiring poems.

(1) To teach the students how to select important ideas, the teacher reads aloud a paragraph, then stops long enough for them to think out the main idea. By discussion he brings out the full meaning of the paragraph. The students actively participate in this discussion. Thus they learn how to select the important parts of a paragraph or of a series of paragraphs.

(2) In "taking notes" the student not only selects but also jots down on paper the important ideas. For thorough mastery he studies thoughtfully every sentence in each paragraph. He selects for notes the gist of what he reads. The written notes are kept for permanent reference. To get the entire meaning he reads thoroughly and concentrates closely. He endeavors to rephrase the thought of the paragraph into the briefest possible scope. This stimulates clear thinking, intelligent reading, and it makes such a lasting impression that the student remembers the ideas in the lesson.

(3) "Studying words" and their meaning ranks high in the interest and attention of the veterans; while in the armed forces they took tests in which a knowledge of vocabulary was invaluable. In their study of a word they learn its denotation or the meaning expressed in its definition, also its connotation or the meaning that clings to it as the result of experience or association. For example, home denotes the place where one lives, but it connotes comforts, sympathy, security and love. Under the careful direction of the teacher, the student learns the precise meaning of the word as implied by its place in the context.

(4) "Reading a second time" is essential when the student reads to remember facts. After reading rapidly the first time the student immediately reads the passage again. In the first reading he skims rapidly through the entire reading assignment, neglecting the details, but endeavoring to select the main ideas. If there is a summary at the end of the chapter he reads first the summary to become acquainted with the author's plan. The student finds that a second reading not only enables him to remember better but he actually saves time in the long run.

(5) "Increasing speed" requires mental alertness and concentrated effort. While the student must not sacrifice clearness of thought to speed, he learns, when he concentrates and shuts out all irrelevant thoughts, that he can read more in a given time and also understand and remember better.

(6) In reading to remember, the student finds it exceedingly helpful to write out questions bearing upon the important ideas contained in the selection just read. When reviewing he tries to recall the correct answers. He should, of course, check his answers by referring to the original material. Sometimes, questions are printed at the end of a chapter or at the close of a selection. The student then makes sure that he can answer these questions. If he has budgeted his time so as to spend one hour on a lesson, fully one-half of the time could well be spent on the questions and answers.

Books for Veterans Dr. Joseph Jastrow, eminent psychologist, writes as follows: "Memory, like observation, applies primarily to things and relations, but combined with verbal aptitude, it becomes the art of using books. Without books the modern thinker would be helpless . . . Using books effectively is a fine art."

Our veterans enjoy extensive reading from a variety of sources, and this provides a wealth of vicarious and sympathetic sharing in others' experiences. Also, reading of good books develops richness of vocabulary and many new ideas.

With the advice and helpful cooperation of the Pasadena City Librarian we compiled short lists of modern fiction and non-fiction.

However, veterans do not confine their reading interest to contemporary books, but include a number of the classics in their program.

Our veterans, then, learn to recognize the qualities of good literature. They learn how to analyze and test good writing. They learn that every good book should have correct form, good content, and gracious, intangible, spiritual qualities.

Good form includes correct construction and grammar; sentences and paragraphs should be made unified, clear, emphatic, and pleasing. Words should be logically arranged, and be accurate, clear, concrete, pictorial, and expressive.

To have good style the writing should show sincerity, originality, and freshness of imagery; the superior writer uses freely the power of creative imagination.

The content should be so interesting that the reader will be always eager to find out what is coming next. It should be worthwhile, free from irrelevant ideas, and original. It should show verisimilitude, and a sense of reality.

Good writing should conform to moral laws; it should show honesty and good-will, and give a sense of satisfaction and completeness.

The student who learns to read and appreciate good literature is learning to think and to live. To learn facts is a great advantage to the student, but it is not sufficient. Enjoyment, delight, and satisfaction are gained by the student who seeks his reward from the reading of great books.

The student of great literature finds beauty and goodness in a numerous variety of forms, from the profound and healing truths of the

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Holy Bible, the magnificent poetry of Shakespeare, Milton, and Tennyson to the delicate and tender poems of the poets of the human heart.

Wit, pathos, courage, and self-sacrifice are found blended in the great literary masterpieces. Writers with creative imagination have fused these mental qualities into living characters and given us great literary art. Unselfish love and kindliness, when well portrayed, are eternally beautiful and grand.

Professor George Herbert Palmer writes: "In the endless wealth which our poetry, story, essay, and drama afford, every disposition may find its appropriate nutriment, correction, or solace. He is unwise, however busy, who does not have his loved authors . . . by whose intimacy he enlarges, refines, sweetens, and emboldens his own limited existence."

Our veterans are extremely interested in interpretive reading, and thereby they make a daily advance not only in good reading habits, but also in superior remembering, good writing, clear thinking, and therefore in successful living.

STUDENTS GET TASTE OF BANKING

ELBERT H. BURINGTON
Poughkeepsie High School
Poughkeepsie, New York

CAN YOU picture a high school business teacher and his students holding their class in a bank? Members of the Secretarial Practice Class of Poughkeepsie High School completed such an experience last June. This "work experience" experiment proved so successful that it was expanded in September.

It all developed from a school banking program which was inaugurated in Poughkeepsie by the Parent-Teacher Association thirty-one years ago. At first The Mothers' Club of the Parent-Teacher Association handled all the funds, but as the volume of deposits increased, the burden became too great for them, and the public schools adopted a plan whereby picked volunteers from the high school business department, under the supervision of representatives of the Poughkeepsie Savings Bank, did the work. The work was done after school, and the group were transported by taxi to the various schools in which they served. Later, the banking of each school was brought to the High School and the volunteers worked there.

Poughkeepsie is a pioneer city in promoting school savings and in adopting a plan whereby the practical office experience gained by handling these funds is now a part of the high school Secretarial Practice Course.

Last September the students of the Secretarial Practice Class were divided into two groups. According to the plan, while one group is working in class, taking dictation and transcribing notes along with other allied secretarial subjects, the other group is gaining some valuable "work experience" in the Poughkeepsie Savings Bank. The groups alternate each week for the whole school year, thus enabling them to maintain their skill and efficiency in all phases of their training.

The New York State Education Department has given its full endorsement to the unique project by giving a half unit's credit to the "Banking Work Experience Course."

What has become increasingly important as a practical business training course actually had its inauguration five years ago, with the advent of the sale of War Bonds and Stamps. The volume of school banking business then increased to the point where the long-established volunteer program of handling the record keeping had to be revised. This system failed, principally because of the fact that the volunteers refused to do the amount of work required and because of the need for a more efficient method of operation.

The President of the Savings Bank offered to turn over to the school the necessary space and equipment for a group of students to work in the bank. Thus, each afternoon from one until three-thirty o'clock, a group of students retired from their classroom and temporarily became a working unit at the bank, under the supervision of a business teacher. There, in a comfortable room off the bank's main floor we have been handling the city's school banking accounts.

The plan has been revised several times so as to dovetail the program with the Secretarial Practice Course and the regular high school program. The Secretarial Practice class covers a double period and has been assigned to the last two periods in the afternoon. As there are only three periods in the afternoon and the first period is a home room study period, the banking group is free to report directly to the bank at 1:00 o'clock and work until 3:30 o'clock, or such time as their job is completed. Students assigned to a class the first period in the afternoon come to the bank at the close of the period.

Let us consider the duties of the student bankers in a representative group.

The bank cards of the students depositing money in each room, a money bag containing the deposits from that room, and the original copy of a duplicate deposit sheet

prepared by the room teacher are brought to the bank.

One student-teller works with an alphabetical index of all student accounts found in a numerical ledger file, while another Teller enters the individual deposits on the student bank cards from the room deposit sheet.

First, the money in the bag is checked with the total of the deposit sheet; and the number of depositors, teacher's name and total deposits for the room are entered on the school summary sheet. Then the money is placed in the cash box. Later the coins are rolled and the total deposit for the school made ready for deposit in the Savings Bank, which serves as a depository for all school banking funds.

A typist cuts a stencil of the banking report for the school system for the previous week. A typed report of all rooms in each school is attached to the school system report and sent to each school.

An accounting machine is used for the purpose of proving the accuracy of the entries on the student ledger cards for each room. The keyboard has a plus and minus bar, so by subtracting the old balance and adding the new balance on each card, the machine accumulates the differences which represent the individual deposits. The sum of the differences should check with the total of the deposit sheet for that room, providing no errors have been made in the tellers' computations.

The file clerk pulls the ledger card of each depositor in the room so that the bank's record of the student's deposit card can be recorded by the bookkeeper.

When the accounts of a school are finished, the total of the cash in the cash box must agree with the total of the school summary sheet. Each room deposit sheet has stapled to it the proof list of the depositors' ledger accounts. Thus, all records have been proven against the cash received, which gives the banker's accepted proof of the accurate accounting of all funds.

The work is spread evenly over the school week by assigning different banking days to the various schools. There are 3,000 currently active accounts, with an average weekly deposit of $1200. Poughkeepsie has eight elementary schools and the high school, with a total enrollment of around 5500 students.

A group of ten students can handle 500 deposits in two and one half hours. Throughout each day's work constant emphasis is placed upon the need for paying careful attention to details and the organization of the work into an efficient routine. They learn to work with others on a real job where they can see the absolute necessity for one hundred per cent accuracy in their work. The handling of comparatively large sums of money by high school students is fascinating to them and provides excellent training in the accurate accounting of it.

Many valuable business traits that make themselves felt in all activities are impressed upon them. The need is appreciated for neat, legible handwriting as a prerequisite for satisfactory work, as accuracy depends upon well-formed figures. The records made by one student must be copied and checked by another, thus demanding handwriting that defies misinterpretation. It is repeatedly brought home to the student that efficiency in a business office is measured largely by the amount of work that is done correctly.

Our present plan has a decided advantage over our former volunteer program, since grading the students in an established course gives the supervior the means of holding them to a higher standard of performance.

The student is working in a business institution where the atmosphere of the school room is left behind. This gives the job added significance in the eyes of the students and gives them the opportunity to observe first-hand what makes the wheels of a business institution run smoothly. It also overcomes the fear of the first job, as working in a business institution will cease to be a strange experience.

This valuable vocational course comes at the most opportune time, as Secretarial Practice and Banking is scheduled for the senior year. The student is ready to step into a job upon completion of the course and graduation from high school. In fact, the President of the Savings Bank has thought so well of the training provided by the course that he has hired eight girls out of the various groups, making a total of eleven former high school bankers now employed by the bank.

Last but by no means least, the students enjoy their assignment at the bank and have proven themselves capable of performing a commercially acceptable piece of work.

Many school systems have a thrift program through which they encourage the students to save regularly, but few have the opportunity to use that program to help train their business students.

The attitude of the Savings Bank toward this unique plan of training was expressed recently by its President, Frank L. Gardner, Sr., who said, "This method of accounting for the deposits of the Poughkeepsie school children seems to me to be the ideal system. It is the duty of the school to encourage thrift and the wise spending of savings.

"The New York State Banking Law provides for the establishing of school savings programs, and we are glad to cooperate with the Poughkeepsie school authorities by providing the facilities and equipment to carry out their program."

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PROGRESS ON THE FOREIGN LANGUAGE FRONT

(Concluded from March Issue)

HENRY GRATTAN DOYLE
George Washington University
Washington, D. C.

THE quality of instruction in modern foreign languages is steadily improving, as Rice's survey in the *Review of Educational Research* for April, 1946 makes plain. Interest in the applications of war-time experience to peace-time teaching continues to be manifested. Language journals continue to publish materials that demonstrate widespread interest in trying to embody in current teaching whatever worthwhile lessons the war-time experience has to offer. The American Council of Learned Societies has set up a new "Committee on the Language Program of the ACLS" to continue in peace-time the program which brought it so much and such well-deserved credit before and during the war. Cornell's new program of language teaching is well under way, as is Columbia's interesting Russian area and language program. Harvard has recovered its own fumble (that "old debbil" *Harvard Report* again!) and is going down the field with its Program in International and Regional Studies. Yale and Syracuse and Northwestern and others are continuing programs of semi-intensive language work or area and language programs, or both. Interesting experiments in teaching foreign languages in the elementary grades are going on in Spanish classes in Texas, Florida, and Louisiana, and in Washington, D. C. we have had a similar experiment in teaching French to second-graders and fifth-graders in one of our public schools.

Last but not least is the report on "Implication for Civilian Education in Language and Area Studies" prepared for the American Council of Education by Robert John Matthew. This report is as yet unpublished. Its chapter on conclusions, while granting that the program of the Armed Services "went far to establish (1) the validity of the oral approach for practical purposes; (2) the fruitfulness of concentration on study of an area; and (3) that certain educational gains are achieved by the intensive study of area and language in a combined program." points out that the objectives of universities and colleges are not the same as those of the Armed Services' war-time area programs, and raises many questions as to the implications of these last for civilian education in peace. These include questions, for instance, as to actual results as demonstrated in subsequent experience, the feasibility of intensive programs, particularly as to schedules of hours and expense, and many others, in all of which further experimentation seems to be indicated.

The Matthew report further reminds its readers that "the practical ends of both language and area studies as demonstrated by the Armed Services . . . would seem to place them on a vocational or 'tool skill' level."

Few of us in the languages would accept this tool-skill aim, in spite of the section of the *Harvard Report* which places both German and Spanish in the tool-language category — German for science and Spanish for trade — and by implication denies the existence of any literary or cultural values in either German or Spanish for general education. On the contrary, I think we should generally agree that while it is important to know how to "ask for your vittles" in a foreign language, it is far more important for the purposes of college and university education to introduce the student, through foreign language study, to what James Russell Lowell once called "both halves of culture — the world of books and the world of men."

It is for communication and understanding of other civilizations — not on the daily-bread level alone but on the level of the ways of feeling and the aspirations of other men and other peoples — that we need language; and such understanding comes best through literature, which includes the literature of the past. This President Howard Lowry of the College of Wooster made beautifully clear in his report on *Literature in American Education*. It is because of that ultimate purpose that the preoccupation with elementary language learning that is now the daily task of so many of us can best be justified.

That we do not attain our goal in all cases is only too plain, but our failures do not constitute a reason for abandoning efforts to reach the goal. To quote James Russell Lowell again, from his address at the Harvard 250th anniversary in 1886, "(Harvard) has set more store by the marrow than by the bone that encased it. Many a boy has hated, and rightly hated, Homer and Horace the grammarians, who would have loved Homer and Horace the poets, had he been allowed to make their acquaintance." The same criticism, with Homer and Horace replaced by countless names in the modern humanities field, is sometimes, unfortunately, equally true today. It is for those of us who have dedicated our lives to service in this vital educational work, to strive to make it no longer true.

BOOK PLUS FILM IN THE CLASSROOM

ERIC BENDER
Row, Peterson and Company
Evanston, Illinois

DO YOU remember the character in one of Stephen Leacock's fables who "mounted his horse and rode furiously off in all directions?" You can see this happening in a great many schools when they concern themselves with visual education.

Most of the trouble comes from the fact that the schools are under heavy pressure to install visual programs before they are quite ready to do so. Left to itself to develop normally, visual education would have come along at a digestible rate. But the impact of wartime uses of visual methods has pushed visual education into a forced hothouse flowering. The result is the same as with other hothouse growths—the thing looks good, but the consumer bites into some tasteless specimens.

The purpose of this article is not to tell the schools how to adminster a visual education program, but to describe this company's approach to its own preparation of visual tools. That a textbook house should issue teaching films is a wholly logical thing —inevitable, really. In our experience the process was about like this:

1. The schools set out to use visual tools, and naturally had to experiment with film material already available.

2. This material was issued by commercial film companies who knew how to make films but didn't know very much about what goes on inside a classroom. As a result the schools have wasted a lot of time and money, and visual education has received something of a setback.

3. The schools turned to the people they have always turned to for instructional materials — the textbook publishers. There has been an astonishing amount of public and private pressure placed upon textbook houses to produce films. This pressure has come from individual school systems and from larger educational groups, as well as from film producers who would prefer to manufacture and distribute films designed by people with experience in giving the schools teaching materials.

Therefore this company is producing films. We think it is only a matter of time until all textbook publishers will produce films as automatically as they produce readers or spellers.

When we began our planning, some years ago, we didn't want to ride furiously off in all directions. We figured it out something like this:

1. The teacher is the heart and center of teaching. No teaching medium is worth anything unless it takes her into account and leaves her room in which to function.

2. The teacher has as her principal tool a system of instructions and a body of knowledge incorporated into a textbook. Any additional medium of instruction must take the textbook into account too.

3. The teacher has the opportunity and obligation to take the class out into the world, and bring the world to the class, through a variety of methods, field trips, supplementary reading, pictures, records, maps, bowls of pollywogs,— and projected images.

4. The teacher knows and we know that there is no substitute for actual participation in life activities by children, whether it is a direct experience like a visit to a dairy, or an indirect experience like a class visit by a fireman. But of course this is impossible more often than it is possible. The next best thing is the vicarious experience, and here is where the film can make a great contribution.

In preparing to produce films, we asked ourselves questions. We said, "What can a film do that a book can't?" The answer goes into factors of visual education that aren't perfectly understood yet. The psychological effect of the film is highly important. For instance, one advantage of a film showing comes from having a group seated in a semi-darkened room, all looking at exactly the same thing. There is nothing to see but the image on the screen. You get attention. If continued too long you get fatigue, too, but that's another story.

Another thing you get is assurance that everybody is receiving approximately the same impression. That isn't true with the book either. A child working individually with a book is operating only on his own concepts and experiences. With the projected image, everybody is having about the same sense experiences at the same time.

A third gain is that the child believes more fully in the projected image than in the book picture. We should like to have the psychologists explain this a little more. Perhaps it has something to do with the fact that the projected image is more nearly life-size than a book picture, and is therefore a bit more credible. It it also easier to get participation with a film than with a book.

Those are the direct values of the screened image. Other things which the screen does could just as well be done in the book. We know that, and often we would like to do more visual teaching in the books we publish, but we can't. Books have to be limited as to size and cost.

Another question was, "Are we going to be film producers who also publish textbooks, or are we going to be textbook publishers who also produce films?"

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We look at it this way: The teacher plus the textbook is the cornerstone of education today, and together they do a pretty good job. But the teacher plus the textbook plus special tools offer an unbeatable combination.

So we are going to remain textbook publishers. We do not claim to be able to look twenty years into the future and know what will be happening in 1967 schools. As of 1947, we can't see the textbook losing out as the basic medium of instruction. Rather, special tools coordinating with the program set forth in the book will make the book all the more valuable.

Question Number 3 was harder to answer. It was, "What kind of films shall we make — movies, slides, stripfilm, or what?"

The answer came through a realization that each visual medium is a specialized tool. For some things movies are best. For others, stripfilm is best. For others, slides, or opaque projection. So we have to step back a little and ask just what specific job are these special tools supposed to do?

It all boils down to the fact that the need for a tool should decide what tool is to be used. The tool depends on the job; not the other way around. The carpenter with a certain operation to perform doesn't reach blindly into his tool box and take out whatever comes first to hand. Neither does he try to do everything with a hammer alone. The teacher who uses special tools intelligently realizes that sometimes the class needs a demonstration of something that can't be brought into the classroom. Or, the problem is to give the children concepts that lead to a conclusion, or the learning of a new word, or the understanding of some general principle, or the widening of outlook.

Our choice was, in the main, between motion pictures and stripfilm. Briefly, we believe this: movies are ideal where a continuing demonstration is required in which motion is an essential part of what the child is asked simply to sit and look, and derive whatever he can from an uninterrupted continuum. For our present purposes the motion picture is not the answer. We have nothing against motion pictures as such; we may produce some ourselves some day. Still, we do think it is unfortunate for visual education that the motion picture has been accepted as the standard medium, with all other visual tools relegated to a secondary or supplementary status.

We chose stripfilm for these reasons:

1. Stripfilm puts visual education where it belongs: in the classroom, not the auditorium. Visual tools should be available when and where the teacher needs them, which is in the classroom at the time when the visual tool is needed to carry some point. Our carpenter, again, couldn't be very efficient if he had to arrange for the use of a hammer three months in the future, use it the moment it came in the mail and move his job into the auditorium in order to use the hammer.

2. Stripfilm is exclusively a teaching medium. The distracting entertainment factor always present in motion pictures is not present; at least it is much more easily overcome.

3. Stripfilm takes into account individual differences. The pace at which it is used is not fixed but regulated according to need.

4. Stripfilm is cheap enough to permit classroom use. Projectors in which it is used are inexpensive. Anyone can learn to use the stripfilm projector in a few minutes.

5. With stripfilm class participation is possible—and easy to get. Besides, we propose to build participation directly into our films.

6. Good teaching, particularly in the lower grades, demands that the class be divided into ability groups. Visual tools must be adaptable to this situation, so that the teacher can use a visual method with one group without interfering with the individual work of the others. This is possible only with stripfilm projection.

7. With stripfilm only could we do the most important thing in our film program: coordinate visual education with the aims and methods of our textbook program.

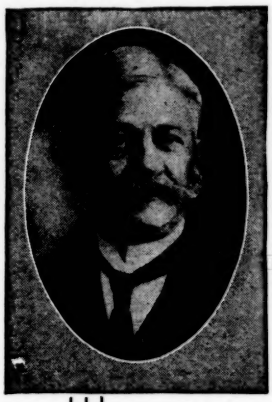
And that is the important thing about the films we shall produce. They are not "shotgun" visual tools, fired blindly in the hope of hitting some part of school needs. We consider our book-film program as a unity.

In short, the book by itself will be as complete and useable as in the past. The book plus the film will be even better, because the film will be doing certain things impossible to the book alone. In the past some of these "certain things" were done by some teachers willing to use time and patience and ingenuity in assembling materials. Now these extra advantages are available to all.

If a chapter of one of our books does not need a visual tool, we won't make one. If only one chapter of a book needs visual help, maybe we'll make ten filmstrips for that chapter and nothing at all for the rest of the book. Some of our books would not benefit from an accompanying film, and so none will be made.

Anyone who manufactures a well-made product likes to see it used, and hates to see it abused. Visual methods deserve serious attention. No school administrator should undertake a visual program unless he intends to use it correctly and see to it that his teachers do the same. No administrator should purchase equipment if his thinking has gone no further than the equipment itself. No teacher should undertake classroom use of visual tools if she merely intends to show pictures to the children.

When correctly used, visual tools enable better teaching and learning. When incorrectly used they are largely a waste of time and



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money. It is a sad truth that film usage in today's schools ranges all the way from good to wretched, with the average somewhat nearer "wretched" than "good." There are reasons for this—adoption of a visual program without preliminary study; a conviction that possession of equipment constitutes a visual program; a belief that film is a self-teaching tool, which it isn't. Also, the production of general-purpose films, which really means no-particular-purpose films, has helped to foster bad usage of all film material.

We can foresee, therefore, that films, in which every single picture has a definite teaching purpose may be a little baffling to school people whose idea of a visual program has been to take grades 1 to 9 away from whatever they are doing, cram them into an unventilated auditorium, show them three movies in succession, all on different subjects, and then send them back to their classrooms.

In the conviction that the classroom is the best place to teach with whatever tools, we shall produce classroom films tailored to do a particular teaching job along with a textbook. That's our program. We think that you'll see a good many others something like it in years to come.

A MATTER OF FIFTEEN CENTS

MARY KERR

MISS SMITH was surprised when Susan came to her at the beginning of recess and said; "Someone has taken my fifteen cents."

"Are you sure you didn't lose it, Susan?" Miss Smith asked carefully.

"Oh no! I couldn't have lost it. You see it was in my glasses case —a dime and a nickel. It was for the fifth grade circus this afternoon."

The story was simple. Susan had carried her glasses case with her to music and forgotten to take it with her after the class was over. One of the boys saw it, picked it up, and gave it back to her later — without the money. Very reluctantly, Susan said that the boy was Harry Fox.

Miss Smith was thoughtful while she waited for Harry. He was the acknowledged leader of her class. Because he was indisputably the brightest and the most conscientious boy in the group, the children respected him, though he was not popular. She checked her own picture of Harry: a tall, quiet boy. Very cooperative. Yet, how often she had wondered about him. What went on behind that quiet, pleasant, closed face? Through her mind flashed the things she had learned about his home: strict, not unkind, but unsympathetic, with standards very hard for a boy of ten to meet.

Harry came into the room, cap in hand. He stood quietly before her desk.

"Do you want to see me, Miss Smith?" he asked.

She looked at him squarely and said, not altering her steady gaze: "Yes, Harry, I do. You picked up Susan's glasses case this morning after music, didn't you?"

"Yes, I did, Miss Smith, and I gave it back to her." Harry looked uncomfortable. He shifted his weight from one foot to the other. His hands opened and closed.

"That was nice of you, Harry. What I'm wondering about is whether you happend to notice whether there was a dime and a nickel in the case. Susan brought them for the circus this afternoon."

Harry flushed to the roots of his hair. It seemed as if the fifteen cents in his pocket were clearly visible. How could he tell? How could he tell how much he wanted the shiny dime and nickel, candy bars, or gum, or a comic book, or the circus — the things the other kids had? How could he explain that he didn't have an allowance, that he wasn't allowed to buy candy or comic books or spend money at the circus because his family didn't think he needed things like that? He was terror stricken. He was a thief. No one would ever trust him again.

"I don't know," he mumbled.

"Well, Harry, if you do hear anything about the money will you let me know or tell Susan?" Miss Smith went on. "I wish whoever took that money had told me that he needed it so that we might have worked out a way for him to earn it. Now let's get the others in from the playground together, shall we?"

Shortly after recess, Susan slipped up to Miss Smith's desk. In her hand lay a dime and a nickel.

"I found them on top of my desk after recess, Miss Smith. I must have been wrong about Harry. Maybe the money was there all the time."

Miss Smith glanced over at Harry. His sheepish smile and the relieved look in his eyes told her that Susan hadn't been wrong at all.

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MUST EDUCATION TALK IN RIDDLES?

MYRTLE MANN GILLETT

EDITOR'S NOTE:—You can perhaps imagine our surprise when we received—if we did—the following letter from a distinguished educator:—

Dear Editor:—

I was addressing an audience of teachers the other afternoon when I chanced to look down and see in one of the nearby seats a face that looked strange yet familiar. Suddenly I remembered where I had met it before. I had seen it on a bust. It was that old Athenian, Socrates—none other. His presence was quite disconcerting, for I wondered what he would think of what I had been saying. For the remainder of my lecture I became very self-critical, watching my words as I never had done before. The result was that I soon ran short of talk and sat down abruptly. The ensuing applause, I felt, was due more to my concluding remarks than to the earlier portion of my address. After everyone else had left the hall, Socrates drifted over to where I stood and greeted me agreeably enough by name. He had a pad and pencil in his hands and had evidently taken copious notes on my lecture.

"Would you mind explaining some of your statements for my benefit—and yours?" he asked. He might have been just any student in one of my university classes, he was so polite and seemingly modest.

However, I want to assure you that he gave me an awful ribbing. He frequently stumped me by inquiring precisely what I meant by certain expressions. When I was able, in some cases, to explain in simple terms, he wondered why I had so entombed my thoughts beneath that rubbish. Again he would want to know how I knew the truth of what I was saying, and when I quoted authorities he would question where they got their information.

It was, I think, a highly salutory experience for me. I have turned over a new leaf in my lecturing and I find it filled with everyday words, representing the thoughts of a fellow searcher after truths, not a know-it-all.

I can only wish the ancient gadfly would visit other members of the educationist fraternity.

Yours faithfully,

A. NEWMAN.

Wherever you are, friend Socrates, please take notice of that wish.

Why should the speech of some educators in their daily living be so much more sensible than their talk about teaching and learning? Some of us who have left the classroom for other tasks in the schools forget how queer the curious technical terms we now use, appeared to us as laymen. Classroom teachers are disturbed, as we once were, by the ever changing, ever increasing complications of the educator's vocabulary.

When the layman says he does not *minimize* what someone has done (although he only means he does not underestimate it), when he uses *highly* and *unique* for 'very', *greatly* and *largely* for 'much', 'many' or 'often', finds some object *most unique*, an *event most outstanding*, we forgive him. But when the educator errs that is too bad. It is his fault when he *erects* esthetic standards and *implements* them, when every aim and purpose becomes an *objective* and mere opinions and personal fads become a *philosophy*.

The educator in stilted language *initiates* his simplest act; he *conceives* a program or a *project* even when he does nothing but arrange the details. He *stimulates* or *motivates* or *challenges*, when he has no particular message, and no gift of oratory to charm his audience. He *develops* assemblies, a lesson, or even a *point*. He *amplifies* or *enlarges upon*, even if he only keeps on talking and repeats himself. He *formulates jingles* with the pupils, so that he *may afford practice in the use of democratic machinery*. He *collates* notes on a child's behavior when he only jots down what he sees, in order *to build up a picture of the child*, although the facts are only chronologically recorded. He *shares*, or *is sharing*, when he works in a group.

He writes *dominant* for 'frequent'; *increasingly* for 'more and more'; *integration* for 'unifying', or making sense out of a mass of facts or material. If he merely mentions something, he says he *places emphasis on it*, or *stresses it*. If he stops to notice something, he calls the act *evaluating*. We hear and see *meaningful* for 'interesting' or 'important'—or recommended by the powers-that-be: *mental status* for children's abilities; *sibling constellation* for his family; his *total experiences* for anything he does; *pivotal experiences* for important or useful ones. *Challenging material concerns pivotal questions*. We *teach the whole child* when we cannot teach him the three R's. We have *areas* of subjects, of teaching, and of curriculum making, — but never of place. We meet *dynamic* half a dozen times in a talk or paper,

with a different meaning each time;—'forceful', 'interesting', 'noticeable', 'new', 'professional', or something the speaker especially likes.

We are told to work *cooperatively*, to think *cooperatively*, to emphasize *cooperative* learning, to have the class write *cooperatively*. We are invited to do *group thinking*, to show *group initiative*, to *formulate a group philosophy*. In the end the leader supplies the thinking and the 'philosophy'.

Teachers employ a recommended *vehicle in the attainment* of their *goals, implement their tasks*, and *develop a surety of follow-up. The student matures under the impact of his total experience. Drill eventuates in correctness*, while *planning occupies a large place in training for critical thinking*. We are *challenged* to remember that the *student also needs drill to develop adequate skills to carry on his activities.*

Present testimony from all fields of secondary work is that reading instruction is a necessary activity for many pupils in high school (i.e. some high school pupils cannot read one word). They need *drill on language skills, for the development of ability in language is conditioned by the way they use language in their total experience. Skill in the techniques of participation is a requisite for growth.* Our students' work must be *fruitful of interest* otherwise *education falls down.*

Lessons are to consist of *stimulating material to make them persist in consciousness* (i.e. make people remember). It is well also *to involve parents more fully in planning what we intend to do*, for *school and community are interrelated.* We should *generate goodwill* especially *prior to the probable relinquishment of full time schooling* (before children leave school for good).

If children feel *belongingness* they will learn *followership:* teachers are given *collaborators* chosen by the administration to supplant supervisors who qualified by examinations.

Assemblies *are enjoyed*, a report *was asked for* by the chairman, *attention is directed to a report, emphasis is placed, aspirations are attained* and nobody takes a hand; these things just happen. The *shoulds* of orders to teachers stand ten deep on a page—very monotonous and educationese.

Abstract nouns become plural and concrete. We have not only *techniques* and *skills*, but *appreciations, disciplines, behaviors, knowledges, tensions, insights, participations, learnings.*

Every one of these expressions has appeared in print, some of them many times. They are the exact words of men and women who should know better: school superintendents, teachers of English in high school, instructors in schools of education, principals and other executives, and commit-

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tee members chosen by the administration for their ability. Sometimes the whole speech or article is in the same style; sometimes some currently fashionable expression stands out here and there like a sore thumb.

The editorials of nearly all of our educational periodicals are models of good style, good sense, good judgment. The contributors sin less against language than do the good people who merely talk to us, and perhaps could with profit to education's prestige, head the campaign for the use of real English by all school people, whether in speaking or in print.

UPGRADING RETARDED PUPILS

ALBERT LINDEL
Harris Teachers College
St. Louis, Missouri

"WHAT should be done with the retarded pupil?"

"Why, with social promotions, we don't have retarded pupils any more, do we?"

The answer is that many teachers and administrators still cling to the idea that if a child does not learn to do long division in a certain grade he must be kept right in that room until he does.

In the March, 1946 issue of one of the large professional magazines * there is a most excellent article on this subject, written by a classroom teacher. She attacks the problem of the retarded pupil in a highly understanding and professional manner.

The mere fact that the article appears in the magazine is evidence that social promotions are not universal. The term "social promotion" as here used is taken to mean the promotion of a child to a higher grade on the basis of social development when scholastic achievement does not warrant such promotion.

The classroom teacher who refuses to promote on other than scholastic achievement does not stand alone. In January of this year one of the great metropolitan daily newspapers † quoted from a report by a university professor, head of a department of neuropsychiatry, to the effect that overplaced pupils (graded ahead of their mental development) have a very difficult time and become restless. In a subsequent copyright article in the same metropolitan newspaper ‡ the same professor said schools could be a serious factor in increasing delinquency because they did not solve youthful problems. These problems, he inferred, developed as "escapes" from the boredom of assignments the pupils did not understand, which were beyond their capabilities.

Patrick Henry school of St. Louis upgrades the retarded child to a point closely approximating his social and chronological age. This is sometimes as much as two years ahead of his scholastic age or his reading age. One of the important factors in adopting such a practice is the physical development of the child. Large children are often upgraded farther than small children, with the same social development who are equally retarded.

Are the sufficient benefits to pupil to make the practice worth while? The record shows there are .

1. Older children are spared the shame of having younger members of their family put in their rooms. This prevents many emotional disturbances that invariably have prevented good school work by all members of the class.

2. Disciplinary problems have practically disappeared. Large retarded children no longer challenge the teacher. Smoking and the use of profane language no longer plague the principal.

3. Student leadership has shifted from the older, retarded children to the brighter, more normally placed pupils. Thus, practice in leading others is provided for those who will some day carry the load of directing the work of this nation.

4. School and student morale have soared. Children feel that they are working together, hand in hand with the teachers, to achieve scholastic results. They do their very best. Visitors tell us they are impressed by the happy yet businesslike atmosphere of the school with its freedom from feeling of restraint.

5. The number of our graduates in high school has increased almost beyond belief. There were only four Henry School graduates in high school when upgrading began four years ago. This autumn there were 89. The graduating age has dropped from an average of 15 years 4 months in 1942 to 14 years 4 months in January, 1946.

6. Truancy is no longer a pressing problem. With older brothers and sisters in high school, the younger ones no longer stay out of school.

7. They are learning more. Spe-

*Bratton, Dorothy. "His Brighter Little Sister," *The Instructor*, Vol. LX, No. 5 (March, 1946), pp. 26, 75.

†Everett, Richard. School Maladjustment Blamed for Vandalism by Five Boys. *St. Louis Star Times*, January 1, 1946, pp. 1-12.

‡Gildea, Dr. Edwin F. (Head of the department of neuropsychiatry Washington University School of Medicine). Headline reads: "Crackups Traced to Classroom. Public Schools Here Contributing to Delinquency, Says Psychiatrist." *St. Louis Star Times*, January 31, 1946, pp. 1-12.

cial classes using special techniques have been instituted to help the upgraded children. The great majority of children are much closer to the norms. To use the words of one teacher, "My sixth grade class can read the sixth grade books now. We no longer have to use the fifth grade texts."

The most convincing argument in favor of upgrading is the record made by these children after they have left our school and gone to high school. They are doing as good work as those who were regularly promoted. The marks given them in the high schools of the city average the same for both groups.

This is particularly important. It must be remembered that the children who were upgraded had at one time or another been held back and made to repeat a grade or a semester by a teacher or principal who believed the children were not capable of doing the work of the higher division of the school. These professional workers had acted, they believed, in the interest of the school and the child. It comes as something of a surprise, then, to find that there is no difference in the achievement of these two groups in high school.

Of the 89 who were in high school last fall, 64 had completed a semester or more of work. 25 were beginning freshmen. The record showed that of the 64 who had received some high school credit, 22 had been upgraded and 42 had been regularly promoted. The two groups had completed an average of a year and a half of high school work and there was no difference in the amount completed between the two groups. The quantity was the same.

The quality was the same, also. Each group, averaged separately, had marks of 74. Moreover, the upgraded pupils had done this remarkable job with an average I.Q. of nine points below that of the regularly promoted pupils. The Mean I.Q. of those given the spe-

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cial promotions was only 92 while the regularly advanced children had a mean I.Q. of 101 to work with.

Obviously, there is no point in getting children to enter the high school if they stay for only a short time. But Henry children are now staying in high school longer. They graduate.

Of the approximately 200 pupils who had finished Patrick Henry in the 4 year period before upgrading was begun, only three graduated from high school. Not one of these had gone to college. Since beginning to upgrade there are 89 in high schools, more than a dozen have graduated and one is in the university. This last one is an upgraded pupil.

But how do the two groups compare when we consider those who have not gone to high school?

In making this comparison the fairest method seems to be to add up for each person who has graduated, all the semesters since he left Henry School. Then compare, by percent, the actual semesters of credit earned by the two groups.

By this plan the upgraded pupils could have earned 155 semesters of credit. But not all went to high school so what they actually earned was 68 semesters. The regularly promoted pupils might have earned 492 semesters had they all attended high school every day since leaving Henry School. Actually they earned only 119 semesters.

The upgraded pupils have made a much better showing, making 44 percent. The regularly promoted pupils have made only 24% of the semesters of high school credit possible.

Upgrading, then, seems to be worth while. *Children learn more.* It builds self respect and school morale in general. It eliminates many disciplinary problems. It helps to increase the number of children who attend high school. It reduces the problem of attendance and truancy. It helps to increase the length of time pupils remain in high school, and the number who graduate and go to college. In all these ways it has facilitated the work of the school. Upgraded pupils have ranked with or above those whose promotions have been regular through the years.

Movies and Mental Health

GEORGE K. MORLAN
Kansas City University

IN THE current crop of movies, there is the usual human mixture of good and bad. One of those that is mentally unhealthful in its effect is *Dark Mirror*, and so dangerous is its suggestion for a minority of our population that its approval by the Johnston office must have been an oversight.

In this story of twins, the statement is made by one of the law enforcement officers in the plot that one of a pair of twins is likely to become mentally ill because of the psychological effect of being a twin. This assertion is categorically denied as being a myth by the alleged psychologists. Then the rest of the story shows that the idea is not a myth, for one of the twins is suffering from the dangerout mental illness, paranoia. The one denial is thus contradicted by the story itself, and can sow seeds of fear of insanity in the families of twins as well as in the twins themselves. A picture worth avoiding. It rates four ink blobs.

The sequence in *Diamond Horseshoe* on the desire of women for extravagant fur coats is not only good entertainment but an accurate psychoanalytic interpretation of this desire. A better than usual song and dance show.

Holiday in Mexico is still better light entertainment than *Horseshoe*, and the portrayal of the need children have of growing up or away from their parents is effectively shown. Recommended.

Tomorrow Is Forever deals with one of the many post-war adjustment tragedies. The audience is awakened out of the current sentimental delusion about Nazi goodness and reminded that neither individuals nor societies that negligently gloss over existing evil are healthy. Finally, an important principle of mental health is dramatically stressed: that we cannot go back; we must go on. Well worth cash outlay.

Till the End of Time. The trailer advertising this film gave the impression of its being inordinantly sappy, but the picture actually deals with post-war adjustments in a mature and realistic fashion. One sequence on prejudice alone lifts the picture out of any blubber level. The moving and effectively told story of a marine who lost both legs and was feeling dangerously sorry for himself so that he refused to do what he could do is a story that we can all profit from. A friend needed his help. His getting a grip on himself by helping another sounds like Hollywood sentimentality, but there is no more fundamental principle in life than that we find ourselves in forgetting ourselves.

Razor's Edge is excellent from the standpoint of mental hygiene. The principle that satisfaction and stability lie within us is an oversimplification, but still a part-truth that too many of us neglect, and the effect on us is a wholesome one. Recommended.

Next month I will analyze murder pictures.

ACROSS THE OFFICE DESK

These Recess Problems

JAMES N. EMERY

THERE is another difficulty in the yard during the recess period. An excited group heads for the office, half leading, half dragging a sobbing first-grader with blood streaming all over his face from an ugly-looking, if shallow, scalp cut. Some other irresponsible six-year-old has picked up a stone and thrown it regardless of consequences, as six-year-olds so frequently do without reason. It's going to be an unpleasant job explaining to the mother how it happened, when he goes home tonight. Where was the teacher?

Well, even the most conscientious and efficient teacher can't be all over the yard every minute when several hundred primary youngsters are out on the playground.

Or somebody gets knocked down and bruised in a charge of milling young dynamos and gets up with dusty clothes and skinned elbows. The yard teacher comes in irritated and excited from her efforts to keep some sort of order in the lines when they are assembled. Sly tripping, poking someone in the back, scuffling or taking a surreptitious punch at a neighbor when the teacher's attention is distracted the other way. Veiled or open insolence to the teacher, especially among the older boys, to see just how much they can get away with, and a natural resentment against some other teacher's giving them orders except their own room head.

Recess—fifteen minutes of going out on the playground in all sorts of weather—is a time-honored tradition, a break in the middle of the day's work. We get along very well without it in the senior and junior high groups. In the elementary program, however, tradition and even law have jealously protected the recess period.

A common school committee ruling is that no pupil shall be kept in or deprived of his recess as a punishment. We cling to it more because of tradition than any other good reason — because we have had it ever since the days of the little red schoolhouse.

Is it worth the trouble involved? The spending of some ten minutes in cold weather in the lower grades in getting the youngsters buttoned, buckled and zipped into their snow-suits — a march through the the corridors to the basement and then outside, many with more or less reluctance when the wind is whistling bitterly across the frozen playground. Some five minutes spent in lining up the pupils and passing back, and some five minutes more spent in discarding snow-clothing and getting warmed up before classwork can start again.

Statistics are of course unavailable in concrete form. But my own estimate in 35 years spent in school administration would set down that a good 90% of the accidents around school—cuts, bruises, abrasions, even more serious affairs, occur on the playground during the recess period. A good two-thirds of the serious disciplinary problems originate there. Fights, pushing, gang spirit, rowdyism, with threats to get even afterward. And every teacher knows what happens when the ground is covered with soft snow that packs readily into missiles.

There are other headaches in yard supervision: children running out from the yard into the street, heedless of passing automobiles; breaking branches from the trees; rough games such as snap-the-whip, carrying someone around "piggy-

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back", or just plain milling around and scuffling.

There are schools that manage to have games and organized sports during the recess period. But usually it is too short for much of that —and it usually depends upon the leadership of some young and energetic novice teacher, who soon gets tired of the added responsibility. By the time the lines get out, there isn't time enough to start much of a game before the bell rings for the close of the period.

And in most cases the youngsters who need the exercise the most are the ones who don't get it at all—who spend the time huddled in groups out of the wind against the sheltering wall of the building.

To argue that the traditional recess is hardly worth the trouble it takes and its inconveniences is possibly a pedagogical heresy—but one that will bear investigation.

The recess period — is it really worth the trouble it causes?

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS

The Veterans and Liberal Arts Courses

"This is the atomic age." That statement has been made so often and by so many people that it is beginning to lose its strength. Many people, including many educators, have used the atomic age statement as a preface to the argument that in this new age of scientific advancement the old methods and old type of education must be abandoned. It has been stated over and over again that the returning veterans who would renew their education would demand practical scientific and vocational courses and that the liberal arts courses in institutions of higher learning would not interest them.

It is evident from the limited data available that the veterans to an amazing number are interested in and are taking the liberal arts courses in college. The evidence so far is decidedly against the assumption and prediction that the veterans would demand a new type of education.

From the evidence available it appears that not only do the veterans enrolled in the colleges prefer the liberal arts courses but that to a very great extent they are interested in some phases of collegiate life such as athletics which many educators were sure the veterans would look upon with scorn as not being worthy of the thought and attention of serious minded men who had come out of the crucible of war.

The liberal arts courses have an important place in American education. Not unusual is the confidence of some college professors and other people, too, that they have the correct answer to the question of what education college students want and what is good for them. It seems to be safe to assume that the liberal arts colleges will not have to become vocational schools at the demand of the veterans.

Pi Lambda Theta Research Awards

Pi Lambda Theta, National Association for Women in Education, announces two awards of $400 each, to be granted August 15, 1947, for significant research studies in education. An unpublished study may be submitted on any aspect of the professional problems and contributions of women, either in education or in some other field.

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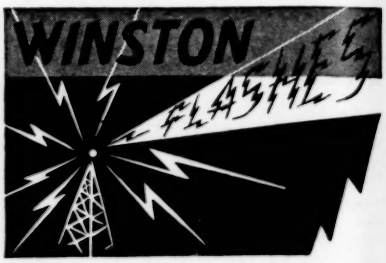

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The News Digest

OF EDUCATION IN ACTION

Found Many Pupils Mentally Upset

CINCINNATI. — A survey has disclosed that although one-half of this city's junior and senior high school students were free of evidences of mental distrubances, the other half showed anxieties, allergies, stuttering, dietary disorders or sleep difficulties that may be linked to mental problems. This was made known by Dr. Jack Hertzman, board of education psychologist.

The survey was conducted during three years of World War II and was based on a questionnaire similar to that used among the armed forces.

Dr. Hertzman's research project was said to be the first of its kind in the United States. Most of those students having mental difficulties were not known to community social agencies, he pointed out, in urging evaluation of students' problems before the junior or senior year of high school.

Many of the young people can be helped by proper psychiatric counseling in schools and by patient and understanding teachers, he maintained.

St. Louis Schools May Cut Services

ST. LOUIS. — Changes in the St. Louis school system, including cuts in teachers' salaries, appear possible as the result of a recent primary election.

St. Louis voters decisively defeated a school tax increase and two bond issue proposals.

When the election results were known, the instruction committee of the school board recommended the following economy measures, deemed necessary without additional revenue to operate the St. Louis schools:

The after-school recreational program for about 5000 children to be terminated at once.

The adult education classes for 10,000 persons will not be resumed in September.

The summer playgrounds probably will not be opened.

An increase in the number of pupils taught by each teacher (to prevent hiring of new instructors) was deemed a possibility.

Also considered was shortening the school year from 10 to nine months, which in effect would amount to a salary cut for teachers, although their pay per day would remain the same.

There likewise was talk of elimination of the $250 a year cost-of-living increase granted teachers recently.

Committee members argued that additional savings could be made by allowing only parent-teachers to use school buildings at night, thus saving in electricity and heat, and by curtailing the $200,000 a year dental and health program now in operation.

Dozen States Increase School Funds, Two Refuse

CHICAGO. — At least twelve states have passed laws raising the minimum salaries of public school teachers, and lawmakers in many others are considering such legislation, a recent survey showed.

Two states—New Mexico and Montana—killed proposed bills for salary increases for teachers. Pay rises were approved by Legislatures in New York, Nevada, Idaho, North Dakota, Indiana, Delaware and West Virginia. School appropriations have been doubled in Tennessee and increased in Virginia, though not enough to satisfy educators of the state.

Other states that have taken action toward increasing teachers' salaries are Arkansas, Mississippi, North Carolina, Tennessee, and Washington.

In most of the states the bills were introduced after the teachers struck or threatened to strike in cities and towns in various parts of the nation.

In West Virginia, the Legislature gave all teachers salary increases ranging from $30 to $60 per month, depending upon education and experience. The rises will cost the state about $18,000,000 a year.

Delaware's Legislature approved a $400 annual rise. Gov. Walter Bacon signed the bill, but the teachers were dissatisfied. They had staged a march on the state capital and asked for a $1,000 increase.

Indiana's Governor, Ralph Gates, signed three bills. The basic salary of Indiana teachers was $1,200 a year. New salaries for an eight-month school year provided by the legislation called for $1,600 for teachers with two years of college training, $1,800 for those with three years and $2,133 for those with four or five years. For a nine-month year the scale is $1,800, $2,000 and $2,400.

In North Dakota, the legislature increased minimum salaries and increased retirement benefits. Several bills designed to aid school district finances were passed. The Bismarck, (N.D.), School Board, acting independently, raised salaries $200 to $300 a year.

In Montana, where the pay rise bill was killed, the State Education Association, representing 3,500 of the state's 4,000 teachers, urged teachers to refuse to sign a contract next year unless school boards allow blanket 50 percent increases.

Teacher Pay Rise Stands in Georgia

ATLANTA, GA.—Acting Gov. Melvyn E. Thompson, angered over "reprisal tactics" of supporters of the deposed Herman Talmadge in the General Assembly, issued a blanket Executive order continuing the 50 percent pay increase for Georgia school teachers, thus averting a threatened strike.

"I will not let the teachers suffer," Mr. Thompson said after pro-Talmadge legislators had sidetracked passage of

Textbooks To Be Examined With Eye To World Peace

PHILADELPHIA.—Educators attending the American National Conference on the United Nations Educational, Scientific and Cultural Organization have urged that UNESCO recommend to the schools of the world that they teach about all countries, areas and communities. It was suggested that textbook writers become aware of the tremendous force for good that books can exert.

Plans for a world-wide conference on the revision of textbooks, to be conducted by UNESCO, were outlined by Dr. Harold Benjamin, chairman of the textbook panel, who said that UNESCO intended to work in this general area as one way of helping to build for peace and understanding.

The conference was further asked to conduct a survey of the treatment of international cooperation and particularly of the United Nations in textbooks and teaching material for secondary schools.

Biased texts create ill will and tensions that may lead to war, the educators stressed At the same time the schoolmen warned that the problem of textbook improvement was involved and not easy to solve.

A recommendation was made that a permanent committee be established to present a "program for action." It was proposed that the committee study the criteria for textbooks that have been set up by communities throughout the nation to see if they were expressive of UNESCO's ideals.

A proposal that texts used in foreign-language studies be examined, lest they give a false impression of the people using that language was made by Dr. Edward G. Grizell, of the University of Pennsylvania.

revenue measures previously slated for adoption. Mr. Thompson was a school teacher before entering politics.

Mr. Thompson's order guaranteeing continuance of former Gov. Ellis Arnall's 50 percent school-teacher salary increase was made on the strength of reports of "tremendous increases in present revenue collections."

NCPT Puts Crisis Up to U.S.

CHICAGO.—The National Congress of Parents and Teachers, asserting that only government support can relieve an educational crisis in most areas, called for Federal aid to states for schools "on the basis of need" and for higher teacher salaries.

To help make teaching "more attractive" to talented persons, the congress advocated that local teacher salaries start at $2,400 annually for four-year college graduates with annual increases to a maximum level of $5,000 to $6,000.

Mrs. L. W. Hughes, of Arlington, Tenn., congress president, announced qualified support of bills already introduced in both Houses of Congress for Federal aid to the states for schools. To conform with N.C.P.T. policies, however, she said the legislation must:

"Prohibit Federal control of public education; stipulate that aid be channeled through the United States Office of Education to state and local departments of education and there administered with a maximum of local control, and provide that funds to be equalized by the Federal government for equalizing educational opportunities go to public, tax-suported schools."

Youth Consulted On Delinquency

SPOKANE, WASH.—Invited to comment on juvenile delinquency, North Central High School students flooded the principal's office with letters.

Principal Joseph M. Tewinkel said the students responded with an avalanche of blunt, specific suggestions, after a police investigation of a case involving 20 students.

Among the recommendations were:

Punishment for offenders "regardless of money or position of parents" and "start out by cleaning up adult delinquency."

Clean up pinball machines "in places where kids hang out after school."

Publish the names of offenders, including juveniles, in newspapers to "make them think a little before stealing."

Fine parents heavily "so they will give more attention to their kids."

Curb "legalized gambling" on horse racing and adult clubs which undermine the conduct of young people."

Clean up drinking places.

Expand recreational facilities, including construction of a civic center "where kids don't have to pay every time they turn around" and open schools for night recreation.

Pass laws to "prevent weak marriages and so many divorces."

"Keep the love stuff out of school."

Collegians Band Against Bias

SWARTHMORE, PA. — An intercollegiate board to combat racial discrimination on the American campus was created at a conference at Swarthmore College. Delegates from fifteen colleges and universities who attended the Race Relations Conference elected a temporary executive committee to draw up a constitution and solicit new member colleges.

The fifteen colleges and universities represented were Bryn Mawr, Cheyney, Connecticut College for Women, Columbia, Cornell, Harvard, Howard, Lincoln, Mount Holyoke, Princeton, Smith, Swarthmore, Wilson, Vassar and Yale.

Teachers, Here's How To Get Husbands

CEDAR FALLS, IOWA. — Dr. M. J. Nelson of Iowa State Teachers College says statistics show that girls who take teaching jobs in rural communities find husbands sooner and more easily than those who go to larger cities.

"Out of the rural education class of 1926, 13 of the 14 women who completed the course are married," Dr. Nelson said. "We lost track of number 14, but she probably has a husband also."

If a girl wants to be even more sure of getting her man, she should combine her rural teaching with home economics training. That will make her practically irresistible, Dr. Nelson says.

30,000 Americans Studying Russian

NEW YORK.—Twenty percent more Americans are studying Russian now than at this time last year, according to a survey conducted by Dr. Arthur P. Coleman, assistant professor of east European languages at Columbia University.

Thirty thousand students throughout the nation are enrolled in courses in the Russian language and culture,

Dr. Coleman reports, and 38 percent more colleges and universities are offering courses in Russian now than in 1946.

Three Colleges Back Science Congress

CANTON, N. Y.—Science students from more than 200 northern New York schools will display original science exhibits and give demonstration lectures during a science congress for all grade levels on the campus of St. Lawrence University May 3.

The congress aims to promote good science techniques and to give proper recognition to science achievements of students in the public schools. As an incentive, the winners will receive scholarships to St. Lawrence University and Clarkson College, while Potsdam State Teachers College will present cash prizes.

Scholarships to Aid Teacher Recruiting

DOVER, DEL.—Three types of scholarship-fellowship aids will be available to prospective teachers and to teachers in service in the State of Delaware for the year 1947-48. These aids represent a portion of the program made possible by a $50,000 grant from the Delaware School Auxiliary to the University of Delaware.

Fifteen scholarships of $400 each will be granted to qualified high-school graduates or university students who expect to teach in the State. Forty fellowships of $100 each for summer session work at the University of Delaware will be granted to teachers in the State. Four graduate fellowships worth $800 each also will be offered.

Tardiness Less As Bells Quit

TULSA, OKLA.—Bells have stopped ringing at Tulsa's Webster high school and—blow to tradition though it may be—the pupils are much more prompt in getting to their classrooms.

T. Harry Broad, a progressive-minded principal, decided to eliminate all such signals after the school's electric bell system broke down and tardiness promptly decreased.

"Removing school bells is simply a matter of removing excuses for tardiness," he explained. "As long as the bells ring, kids rely on them. And, while relying on them, kids are tardy and promptly blame the bells."

His argument carried added weight when, after two weeks of the no-bells rule, fewer cases of tardiness were reported than in any similar period in Webster's nine years of operation.

Austrian Check-up Shows Children Starving, Shoeless

VIENNA.—The gravity of the Austrian food situation shows in the result of the examination of 51,348 Vienna school children, of whom 36,306 — more than 70 percent — had to be classified as undernourished.

Almost one third of the children were "seriously undernourished," according to the findings of the examining commission, and only some 15,000 could be considered as up to normal standards.

The highest percentage of undernourished children, up to 90 percent, was found in the workers' districts, while the picture in the suburban districts, home of the upper middle classes, was about twice as favorable as in the low-income areas.

The situation in Lower Austria is not much better. Undernourishment of varying degrees was encountered in more than half of the children examined, with ratios of 70 and 80 percent reported not only from industrial towns but also from places in the agricultural region.

The Vienna commission disclosed that the majority of the children stayed away from school and that lack of proper footgear was given as main reason for non-attendance.

The schools in Vienna closed through most of January and February, due to lack of coal, were scheduled to reopen in March. There was, however, not enough fuel to go around and only in a few schools could the normal work be resumed. The other ones either have remained closed or keep a limited number of classes for a few hours daily.

Harvard President To Teach Class

CAMBRIDGE, MASS. — For the first time in 30 years, the President of Harvard University will teach a course next fall.

President James B. Conant is taking this step to lend the help of his ideas to the development of Harvard's program of General Education. He will teach a course in "The Growth of the Experimental Sciences," intended to give non-scientists a background in the strategy and tactics of science.

Material for the course will be drawn in part from President Conant's forthcoming book, "On Understanding Science," in which he discusses at some length the problems of teaching science for the non-scientist.

Nursery Group Plans West Coast Meeting

SAN FRANCISCO.—The biennial conference of the National Association for Nursery Education will be held here August 27, 28, and 29 with headquarters at San Francisco State College, Frederick Burk School.

Reservations may be secured by writing direct to the Whitcomb Hotel, 1231 Market Street. For other information address Mrs. Helen Marchand, San Francisco State College.

Michigan Salaries Hit Court Snag

DETROIT, MICHIGAN. — Proposed salary increases for Michigan teachers may be difficult to finance, because of confusion concerning the 30 to 40 million sales tax appropriations for schools voted in November's election. Approval by the state supreme court of the sales tax allotment is now regarded as uncertain and some boards of education are looking anxiously for new sources of revenue.

In Detroit a teachers strike was averted when the council approved the Board of Education's budget revision covering $225 yearly raises for the city's 8000 teachers. The tax budget soared to record heights as a result.

The Grand Rapids Board of Education granted a 22% increase to school employees for the next year, setting a $2200 minimum for beginners with bachelors degrees.

Little Frankenmuth Township raised its salary scale from a range of $2000 to $2650 and $2400 to $3200 in a move to attract better teachers.

XUM

Education Said To Need This Fifteen-point Boost

NEW YORK.—Following up its survey which disclosed the fact that education in many parts of the United States has falled to an all-time low, the New York Times has published fifteen recommendations for an improved educational program. The Times correspondent selected these objectives as a result of conferences with educational and civic leaders, the signed article indicated. Admitting that the proposed reforms may take a generation to accomplish, the conductor and interpreter of the survey urges an immediate reversal of public attitude toward its schools and teachers if the nation is to advance.

Here are the educational goals the Times investigator has proposed:—

1. Greater financial support of our public schools—a minimum expenditure of 5 percent of the United States national income for education.

2. An increase in salaries of nation's teachers, establishing a minimum salary of $2,400 for all public school instructors.

3. Increased requirements and standards for the teaching profession — a minimum of five years of college to be required of all elementary and secondary teachers.

4. Federal aid to education—needy States should receive sufficient money from Federal Government to raise school standards to national level of $1,600 a classroom unit.

5. Single salary schedule for teachers with equal professional training—elementary and secondary school teachers should receive equal salaries.

6. Better working conditions for nation's teachers—less extra-curricular or clerical duties, smaller classes and adequate equipment and supplies.

7. Adequate tenure and retirement laws—improve tenure protection for more than 50 percent of the teachers who are now without tenure.

8. No community restrictions on personal lives of teachers; less meddling by community in way teacher lives her own life.

9. Improvement of teacher training institutions—drastic revision of teachers colleges to eliminate poor conditions that now exist in many institutions.

10. Better school buildings essential — right of pupils and teachers to attend schools that are decent and cheerful. Five billion dollar program needed.

11. Improve rural schools—inequalities between rural and urban schools are a national disgrace. Better schools in rural areas immediately essential.

12. Introduce modern teaching devices and methods—too many schools are still teaching along horse and buggy methods, seemingly unaware of atomic age.

13. More teacher participation in school program—teachers should be allowed to share in development and planning of academic activities of school.

14. A better recruitment program is necessary—schools and colleges must induce their superior students to enter the teaching profession.

15. Greater interest of public in nation's schools—public must become aware of the importance of our schools in preserving democracy.

Where to Apply for Foreign Correspondents

SAN FRANCISCO. — The Center for Inter-Scholastic Correspondence of the Students Forum on International Relations has resumed its work with European countries.

Teachers wishing their students to correspond with those in other countries should write to Mrs. Alice Wilson, The Student Forum on International Relations, 68 Post Street, Room 325, San Francisco 4, California.

Wisconsin High Schoolers Study by Mail

MADISON, WISCONSIN.—More than 500 students in 361 Wisconsin high schools have taken university correspondence courses for high school credit under a program provided by the University of Wisconsin Extension Division.

The program, originating in 1943, enables students to meet college prerequisites in courses not offered in small schools. The subjects with largest enrollments are mathematics, English, history, Latin, chemistry, gasoline automobile, Spanish, business, and aeronautics.

The pupils study their correspondence courses under the watchful eye of proctor-teachers, but return them to instructors at Madison for correction. The cost of the courses is defrayed by local school boards. The plan is reported effective in providing an enriched curriculum during the teacher shortage.

New Course Offered for Teachers of Handicapped

TERRE HAUTE, INDIANA.—Indiana State Teachers College, at Terre Haute, has opened a new Division of Special Education. The function of this division is to train teachers, supervisors, administrators, and other personnel for schools for the handicapped, and to offer clinical services to children and adults with academic, psychological or sensory perception problems.

This expansion of services and teacher education comes just prior to the revision of Indiana's Special Classes Law. The amended bill will provide special classes, as well as medical, dental and psychological services for handicapped children from 3 to 18 years of age at state expense.

'BEI' to Publicize Education's Worth

BOSTON.—An organization has been launched here to awaken public interest in more liberal financing of schools throughout the United States. "More money for teachers' salaries and teaching aids" is the announced aim of Better Education Institute, which is the brainchild of Albert M. Pulaski, a veteran advertising man. BEI has begun sending out letters and prospectuses to educators and others in key positions, and will devote its energies to securing publicity in the press and on the air. Individual and group memberships are being invited.

A promised feature of the campaign is a quarterly bulletin to carry suggestions from members as to suitable procedures. Organizer Pulaski declares that "education is the greatest international industry," and he plans to convince the American public that better education will be worth all it may cost. Further information may be had by addressing BEI at P. O. Box 854, Boston 3, Mass.

Reading Clinic Has Three-Year Plan

PHILADELPHIA. — The Reading Clinic Staff, Department of Psychology, Temple University, will sponsor an Institute on Developmental Reading from June 23 to June 27.

Beginning this year a three-year evaluation program has been initiated. For 1947, the emphasis will be placed on the integrated language arts approach to the reading problem; for 1948, the content area approach; for 1949, the semantic, or meaning, approach.

For information write to Dr. Emmett Albert Betts, Director of the Reading Clinic, Temple University, Philadelphia 22, Pennsylvania.

U. of So. Cal. Announces Intercultural Workshop

LOS ANGELES.—The University of Southern California announces its second summer Workshop in Intercultural Education from June 23 to August 1, 1947.

The Workshop carries six units of graduate credit, and includes a lecture series entitled *Racial and Cultural Tensions in America.*

Membership in the Workship is limited to forty. Application should be made to Mrs. Jane Hood, School of Education, The University of Southern California, Los Angeles 7, California, not later than May 15.

Elementary Teachers Will Study Reading

EMPORIA, KANSAS. — A workshop for experienced elementary school teachers or principals will be conducted during the eight-week summer session at the Kansas State Teachers College, Emporia, in the teaching of reading and child development.

Enrollment must be made in advance, and final registration completed on June 2, the opening of the summer session. Write to the Education Department, Teachers College, Emporia, Kansas.

Institute to Ponder Current Affairs

WASHINGTON, D. C. — The Third Summer Institute on the United States in World Affairs will be conducted by The American University in Washington, D. C., June 16 through July 25.

The basic course, consisting of 60 lecture-discussion sessions, will focus attention upon important issues of national and international policy.

Teachers who wish to attend the Institute either as auditors or as students for graduate credit should write as soon as possible to: Walter E. Myer, Director, Institute on the United States in World Affairs, 1733 K Street, N. W., Washington 6, D. C.

State Commissioners List School Needs

NEW YORK. — Reports from the forty-eight State Commissioners of Education indicate that action must be taken immediately if the public school system is to gain its rightful place in American society.

The fifteen most important recommendations, made by the nation's top-ranking school officials, are as follows:

1. Increased salaries for teachers.
2. Teachers of higher caliber—improvement in training and selection.
3. Increased State supervision and aid.
4. Improvements and additions to school buildings.
5. Reorganization, enlargement and

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more efficient school administrative districts.

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9. Better health program.
10. Smaller classes.
11. Taking appointments out of politics.
12. Improved working conditions for teachers.
13. More in-service training.
14. Improvement of curriculum.
15. Improved school book laws.

UN Filmstrip Free to Schools

LAKE SUCCESS.—The Film Section of the United Nations Department of Public Information has just released a filmstrip entitled "The United Nations at Work: the Secretariat." Starting with a series of pictures illustrating the preamble of the UN charter, the UN organization, structure and functions, this 20-minute showing culminates with a detailed study of the Secretariat.

The filmstrip, which can be used in any standard 35 mm. projector, is available free of charge to all schools. Write to the Film Section of the UN Department of Public Information, Lake Success, New York.

A. A. A. E. to Meet At West Point

NEW YORK.—The American Association for Adult Education will hold its 22nd annual meeting May 12, 13, 14, and 15 in the U. S. Thayer Hotel at West Point, New York.

This meeting, which will signalize the Association's 21st anniversary, will consider university and workers' education, family life education, community organization for adult education, international relations, preparation of readable materials, use of conflict situations as aids to learning, and the relation of UNESCO to adult education.

Prize Offered for Child Radio Program

NEW YORK.—In an effort to direct the attention of writers to the importance of juvenile radio programs, the Child Study Association of America has established the Robert Maxwell Award, a prize of $1000 for the best idea for a new and original children's program submitted to the Association by June 1, 1947. The winning program will be broadcast over the facilities of the Mutual network.

For information, address the Award Committee, Child Study Association of America, 221 West 57th Street, New York 19.

Standards Lacking For Vocational Teachers

CINCINNATI.—Teachers in the nation's vocational schools are being trained and selected without regard for any general set of standards, according to a study conducted at the University of Cincinnati Teachers College.

The study was made by Dr. Cecelia Ruth Earhart, head of the Department of Home Economics at Kansas State Teachers College. Among her findings were that twelve States have no specific amount of general education required for their vocational teachers; six States require only an elementary school education, and only in the District of Columbia, Maryland and Utah is a college bachelor's degree required.

As for professional school training, the requirements varied from Massachusetts and Tennessee, which demanded only eighteen clock hours of training for their teachers, to New Jersey with 576 and New York with 480 clock hours.

Grins Between Grinds

OR WHO HASN'T?

"And are you really content to spend your life walking around the country begging?"

"No, lady, not at all. Many's the time I wished I had a car."

SEMANTICS

"Father," said the young hopeful, "what is a traitor in politics?"

"A traitor, my son, is a man who leaves our party and goes over to the other one."

"When, then what is the man who leaves his party and comes over to yours?"

"A convert, my son."

TENDERIZING

The teacher noticing a suspicious lump in Johnny's cheek said: "Johnny, are you eating candy?"

"No, I'm not, teacher," Johnny replied, "I'm just soaking a prune to eat at recess."

THE KERNEL

Teacher had called on Johnny's mother, and told her that Johnny wasn't co-operating to the fullest extent in helping his education along. After the teacher left, his mother asked Johnny for an explanation. "Well, it's like this," he said, "she just doesn't teach anything I want to learn."

PREFERRED PUNCTUATION

Dickie had changed schools several times. His aunt said to him, "Dickie, did you like the school in Greenville?" His reply was in the negative. She said, "Did you like your school in Rye?" Again the answer was a firm "No." Then she asked him whether he liked his present school. His answer to that was even more emphatic. Finally his aunt said, "Well, Dickie, I guess you just don't like school, period."

"Aunt Harriet, I just don't like school, exclamation mark," was his reply.

WITH AN "R" IN IT

Customer: "I want to buy a copy of the book 'Man, the Master of the House'."

Clerk: "Just step to the other side of the store and try the fiction department."

READY TO COMPROMISE

A navy camp that chanced to be located near a girls' school, was planning to hold a dance. The officer in charge called at the school to ask the principal if she could send a dozen of her pupils to the party.

The principal thought a moment; then replied: "I believe I can find that number of quiet, trustworthy girls for your affair."

"Please, ma'am, could you make it about six of those and six of the other kind?"

A DIZZY ONE

"My daschund died," said a little boy to his teacher.

"Too bad! What happened?" asked his teacher.

"He met his end going around a tree."

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